

### English Language Arts: Cycle 3.2

<b>Evaluation of Student Learning</b>			
Subject	Description	Types of Evaluation	Final Evaluations/Forms
<p><b><u>Competency One:</u></b>  <b>Use language to communicate and learn.</b></p> <p><b><u>Competency Two:</u></b>  <b>Reads/Listens to spoken, written and media texts.</b></p> <p><b><u>Competency Three:</u></b>  <b>Produces written and media texts.</b></p> <p><b>These three competencies will be evaluated on each formal report.</b></p> <p><b>-Competency One (33%)</b>  <b>-Competency Two (33%)</b>  <b>-Competency Three (34%)</b></p>	<p>Language is a vital aspect of communication and represents a vehicle for learning in all subjects. Students will organize their thoughts and express themselves clearly. They will communicate effectively both orally and in a variety of writing situations.</p> <p>Students will read and analyze a variety of written texts and multimedia formats. They will exercise critical judgement and expression of ideas, perceptions and emotions.</p>	<p>Responses</p> <p>Narratives</p> <p>Oral presentations</p> <p>Debate</p> <p>Guided reading</p> <p>Anecdotal notes</p> <p>Reading comprehension</p> <p>Writing assignments</p> <p>Classroom participation</p>	<p>BAS-Benchmark Assessment System</p> <p>School Board Report Card</p> <p>End of Cycle Exam</p>

#### **Content Outline of the Course:**

Students will continue to build important reading, writing, speaking and listening skills. We will focus on the organization of written work and development of ideas. We will also focus on Author's Craft (voice, word choice, figurative language etc...). We will work on reading comprehension with an emphasis on reading responses. Also, independent reading, read alouds, novel studies and book clubs will be incorporated.

Report Card Weighting:

Term 1 (20%), Term 2 (20%), Term 3 (60%) **MEES exam counts for 20% of the final term 3 mark.**

## Social Science (History, Geography and Citizenship Education: Cycle 3.2

### Evaluation of Student Learning

Subject	Description	Types of Evaluation	Final Evaluations/Forms
<p><b><u>Competency One:</u></b> <b>To understand the organization of a society in its territory</b></p> <p><b><u>Competency Two:</u></b> <b>To interpret change in a society and its territory</b></p> <p><b><u>Competency Three:</u></b> <b>To be open to the diversity of societies and their territories</b></p>	<p>Social Science provides students with the opportunity to develop an understanding of the history and geography of their area.</p> <p>Students will examine the changes made to the structure and organization of Quebec throughout history starting around confederation and working towards present day Quebec.</p>	<p>Quizzes/Tests</p> <p>Projects</p> <p>Classroom participation</p> <p>Observations/ Anecdotal notes</p> <p>Assignments</p>	<p>School Board Report Card</p>

#### Content Outline of the Course:

Canadian Provinces and territories.

Quebec from 1867 to the present.

Use of "What in the World" covers current events both in Canada and Worldwide.

A look at the democratic process in Canada.

**Home Reading:**

Dear Parents/Guardians,

It is a pleasure to be teaching your children. We have two great groups and I hope to make their grade 6 year as positive and memorable as possible. Two of my main goals in English Language Arts include helping students grow as readers and writers. The best way to grow as a reader is to make it part of your daily routine. I encourage you to ensure that your child spends time reading after school for at least 20 minutes, however I will not be asking parents to sign agendas this year.

Reading materials may range from short stories, novels and magazines to newspapers, graphic novels and poems.

Beyond having your child read, spend a few moments every day discussing the text. You can talk about the big ideas presented in the book, their judgements of the characters and what they notices in terms of the author's craft (figurative language, mood, voice, illustrations etc...). You can also pick out a few challenging words to talk about. Doing so will give you insight into how well your child comprehends what he or she is reading. Also, occasionally, listen to your child read aloud. To some extent, you will be able to gauge whether or not they are selecting a book that they can read fluently. When students read fluently, they read smoothly, without hesitation, and with expression. Generally, fluent readers find it easier to make sense of the text being read. Comprehension is, of course, the whole purpose of reading!

**Homework:**

Aside from daily reading, homework will be assigned in the following situations: if work has not been completed in class or if there are special projects over the year. I believe daily reading is important but so is spending time with your family and community. Students will write in their agenda every Wednesday. More often than not, it will say daily reading. If there is additional work for the week it will be written as well.

**Communication:**

Please feel free to contact me if you have any questions or concerns. This can be either by email or through the agenda however I ask students to take responsibility for showing me any notes they have in their agenda (I do not check them daily).

I am looking forward to the great school year ahead!

Ms. Luskey

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